

Lugoff Elementary

994 Ridgeway Road
Lugoff, SC 29078

Grades	K-5 Elementary School	
Enrollment	572 Students	
Principal	Melissa C. Lloyd	803-438-8000
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	46	11	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Excellent	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Unsatisfactory	Yes

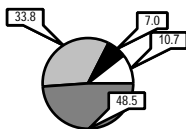
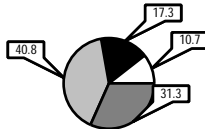
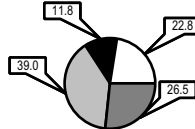
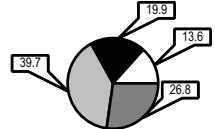
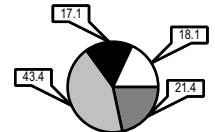
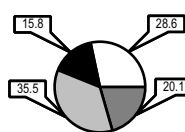
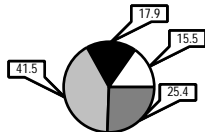
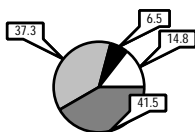
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	295	99.7	9.9	34.7	48.5	6.9	65.7	Yes	Yes
Gender									
Male	130	99.2	16.5	37.2	43.0	3.3	60.3		
Female	165	100.0	4.6	32.7	52.9	9.8	69.9		
Racial/Ethnic Group									
White	229	99.6	7.4	29.2	54.6	8.8	72.2	Yes	Yes
African American	62	100.0	20.4	53.7	25.9	0.0	42.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	249	99.6	6.4	32.6	53.2	7.7	70.0		
Disabled	46	100.0	29.3	46.3	22.0	2.4	41.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	295	99.7	9.9	34.7	48.5	6.9	65.7		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	9.9	34.2	48.9	7.0	66.2		
Socio-Economic Status									
Subsidized meals	116	99.1	16.5	49.5	32.0	2.1	48.5	Yes	Yes
Full-pay meals	179	100.0	6.2	26.6	57.6	9.6	75.1		

Mathematics – State Performance Objective = 36.7%									
All Students	295	100.0	10.5	40.4	31.3	17.8	63.3	Yes	Yes
Gender									
Male	130	100.0	10.7	38.5	32.0	18.9	62.3		
Female	165	100.0	10.5	41.8	30.7	17.0	64.1		
Racial/Ethnic Group									
White	229	100.0	8.8	34.6	35.9	20.7	69.1	Yes	Yes
African American	62	100.0	16.7	63.0	14.8	5.6	42.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	249	100.0	8.1	39.3	33.8	18.8	66.2		
Disabled	46	100.0	24.4	46.3	17.1	12.2	46.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	295	100.0	10.5	40.4	31.3	17.8	63.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	10.3	40.3	31.5	17.9	63.7		
Socio-Economic Status									
Subsidized meals	116	100.0	14.3	55.1	19.4	11.2	46.9	Yes	Yes
Full-pay meals	179	100.0	8.5	32.2	37.9	21.5	72.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	295	100.0	22.2	39.3	26.5	12.0	38.5
Gender							
Male	130	100.0	21.3	41.0	23.8	13.9	37.7
Female	165	100.0	22.9	37.9	28.8	10.5	39.2
Racial/Ethnic Group							
White	229	100.0	16.1	39.6	30.0	14.3	44.2
African American	62	100.0	42.6	40.7	14.8	1.9	16.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	249	100.0	19.2	37.6	29.9	13.2	43.2
Disabled	46	100.0	39.0	48.8	7.3	4.9	12.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	22.2	39.3	26.5	12.0	38.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	21.6	39.6	26.7	12.1	38.8
Socio-Economic Status							
Subsidized meals	116	100.0	36.7	41.8	14.3	7.1	21.4
Full-pay meals	179	100.0	14.1	37.9	33.3	14.7	48.0

Social Studies							
All Students	295	100.0	14.2	39.6	26.5	19.6	46.2
Gender							
Male	130	100.0	14.8	43.4	20.5	21.3	41.8
Female	165	100.0	13.7	36.6	31.4	18.3	49.7
Racial/Ethnic Group							
White	229	100.0	11.1	38.2	29.0	21.7	50.7
African American	62	100.0	27.8	44.4	16.7	11.1	27.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	249	100.0	10.7	38.9	29.1	21.4	50.4
Disabled	46	100.0	34.1	43.9	12.2	9.8	22.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	14.2	39.6	26.5	19.6	46.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	100.0	14.3	39.6	26.4	19.8	46.2
Socio-Economic Status							
Subsidized meals	116	100.0	22.4	46.9	16.3	14.3	30.6
Full-pay meals	179	100.0	9.6	35.6	32.2	22.6	54.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	108	100.0	5.7	25.7	47.6	21.0	68.6
	4	96	100.0	9.5	41.1	47.4	2.1	49.5
	5	94	100.0	11.0	46.2	38.5	4.4	42.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	97	99.0	4.7	20.9	66.3	8.1	74.4
	4	106	100.0	8.4	29.5	53.7	8.4	62.1
	5	92	100.0	16.9	51.7	27.0	4.5	31.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	108	100.0	6.7	37.1	32.4	23.8	56.2
	4	96	100.0	4.2	58.9	24.2	12.6	36.8
	5	94	100.0	11.0	33.0	28.6	27.5	56.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	97	100.0	5.7	40.2	37.9	16.1	54.0
	4	106	100.0	8.4	43.2	30.5	17.9	48.4
	5	92	100.0	16.9	39.3	25.8	18.0	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	97	100.0	16.1	34.5	37.9	11.5	49.4
	4	106	100.0	22.1	42.1	24.2	11.6	35.8
	5	92	100.0	29.2	40.4	18.0	12.4	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	97	100.0	1.1	35.6	33.3	29.9	63.2
	4	106	100.0	8.4	46.3	28.4	16.8	45.3
	5	92	100.0	30.3	37.1	19.1	13.5	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 572)				
First graders who attended full-day kindergarten	100.0%	Up from 97.6%	100.0%	100.0%
Retention rate	3.4%	Down from 3.5%	2.2%	3.0%
Attendance rate	96.7%	Up from 96.5%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	2.2%	3.2%
Eligible for gifted and talented	30.6%	Down from 34.0%	19.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Up from 4.8%	7.7%	8.2%
Older than usual for grade	1.0%	Up from 0.2%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Up from 54.5%	55.7%	52.6%
Continuing contract teachers	90.9%	Up from 84.8%	83.9%	83.3%
Highly qualified teachers	100.0%	No change	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	81.1%	Down from 82.8%	88.4%	87.0%
Teacher attendance rate	94.7%	Up from 92.5%	95.4%	95.0%
Average teacher salary	\$42,071	Up 6.2%	\$42,915	\$41,703
Prof. development days/teacher	11.7 days	Down from 14.9 days	11.8 days	12.8 days
School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.5 to 1	20.2 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 86.2%	90.7%	89.8%
Dollars spent per pupil*	\$5,034	Down 3.5%	\$5,871	\$6,242
Percent of expenditures for teacher salaries*	67.4%	Down from 69.4%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.7%		89.4%	
Highly qualified teachers in high poverty schools	100.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lugoff Elementary is an award winning school that serves approximately 585 students in a K-5 grade structure. We have received the Education Oversight Committee's "Closing the Academic Achievement Gap" award for the past three years, have been named a Palmetto Gold Winner since 2002, and have been a district leader in PACT scores for the past five years. Committed to a "Legacy of Excellence," our mission is to develop competent, confident, lifelong learners by creating a safe, child centered environment. The school, in partnership with the community, works to provide opportunities for students to reach their maximum potential.

The faculty, staff and community have established a belief system in which each and every student is expected to be successful. At Lugoff Elementary, we believe that elementary education and early intervention are critical to academic success. Because of this premise, students who are in need of extra assistance are often paired with a high school mentor, receive extra help from a teacher, are recommended for the extended day program, or are considered by the Child Study Team. Believing that all students can learn, our faculty offers opportunities to gain knowledge through varied learning strategies as well as opportunities to engage daily in exciting and challenging activities. Parents, students, the community and teachers realize that effective learning takes place when everyone works in collaboration and in a positive learning environment. Lugoff Elementary strives to make our school one in which everyone is valued and treated with respect.

Our school's motto, "A, B, C - All Because Of Children," is what drives us to academic excellence. Each and every decision that we make has the child's best interest at its core. In the age of accountability, we realize that nothing but the very best that we have to offer a child academically is acceptable. We accept this challenge and strive to make it a reality daily. When you enter Lugoff Elementary, you enter the world of children.

Melissa C. Lloyd, Principal

Ami Borowski, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	90	71
Percent satisfied with learning environment	97.1%	93.3%	92.9%
Percent satisfied with social and physical environment	97.0%	93.3%	97.2%
Percent satisfied with school-home relations	100.0%	93.3%	85.9%

*Only students at the highest elementary school grade level at this school and their parents were included.